

Scott Foresman 2004 With Links



Session Goals

- To look at the overall program design
- To look at the teacher materials used during the reading block
- To learn about the student materials used during the reading block
- To look at the instruction in Days 1-5 of the reading block
- To look at the scope and sequence of the program across the grade levels
- To analyze the patterns of instruction across the school year
- To review the assessment system of the program

Program Fidelity.....

is not.....

- 15.....
- doing everything on every page of the teacher's edition
- administering every assessment
- asking students to complete all possible practice pages

- utilizing program routines to scaffold instruction
- •keeping the program's instructional order
- meeting the instructional objectives for each lesson
- using program materials adhering to recommended pacing

Tabbing the Manual



- Grade Level Units
- Skills Overview
- Reaching Every Student
- Theme Launch
- 5 Day Plan for each selection
- Stories/Paired Selection
- Leveled Resources
- Scope and Sequence



Overall Program Design

- Units
 - Kindergarten: 6 units (6 TE) Links
 - 1st grade: 6 units (6 TE, 5 st books) Links
 - 2nd grade: 6 units (6 TE, 2 st books) Links
 - 3rd grades 6 units (6 TE, 2 st books) Links
 - 4th 6th grades: 6 units, (6TE, 1 st book)

Kindergarten Units

Unit 1: Getting to Know Us

Themes: Look at Me Now! & Meet Family and Friends

Unit 2: A World of Wonders

Themes: Claws, Paws, Sun, and Seeds & Bears and Bunnies

Unit 3: So Much to Do!

Themes: Finding Our Way & In Our Big Backyard

Unit 4: Every Day Is Special

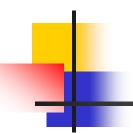
Themes: All Together & Let's Go

Unit 5: Off We Go!

Themes: Let's Explore & Make a Wish

Unit 6: Open the Doors

Themes: Anything Is Possible & Imagine That!



1st Grade Units

- Unit 1 Good Times We Share
- Unit 2 Take a Closer Look
- Unit 3 Let's Learn Together
- Unit 4 Favorite Things Old and New
- Unit 5 Take Me There
- Unit 6 Surprise Me!

2nd Grade Units



Unit 2 Zoom In

Unit 3 Side by Side

Unit 4 Ties Through Time

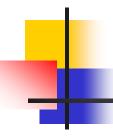
Unit 5 All Aboard!

Unit 6 Just Imagine!



3rd Grade Units

- Unit 1 Finding My Place
- Unit 2 The Whole Wide World
- Unit 3 Getting the Job Done
- Unit 4 From Past to Present
- Unit 5 Are We There Yet?
- Unit 6 Imagination.kids



Scott Foresman with Links

- Linked to RF and research
- Linked to the existing 04 TE in SF
- Links provide
 - More explicit instruction
 - A more systematic practice of critical elements of early reading
- Links 5 Day Planner replaces TE 5 Day Planner

Kindergarten-Links Routines



Links Instructional Routines Use at the beginning of the lesson plan in TE

Day 1	Day 2	Day 3	Day 4	Day 5
PA	PA	PA	PA	PA
Connect Sd to Letter	Connect Sd to Letter	Connect Sd to Letter: names, sds, blending	Connect Sd to Letter	Connect Sd to Letter: review and assess
Integrate Sds and Letters: names, sds, blending	Integrate Sds and Letters: names, sds, blending	High freq words, wd reading	Integrate Sds and Letters: names, blending	Integrate Sds and Letters
High-freq words	High freq words	Support reading	High freq words, wd	High freq words Decodable
			reading	Decodable

1st Grade-Links Routines



Links Instructional Routines Unit 1 Use at the beginning of the lesson in TE

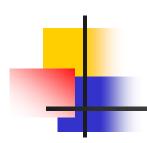
Day 1	Day 2	Day 3	Day 4	Day 5
Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness
Connect Sd to Letter				
Blending	Blending	Blending Strategy	Blending	Assess
High Freq Wds	High Freq Wds	non decodable	High Freq Wds	High Freq Wds
	Oral Vocab.	wds	Vocab	Build Fluency

1st Grade-Links Routines

Unit 2-6 Use as directed in 5 day planner.

Day 1	Day 2	Day 3	Day 4	Day 5
PA	Blending	Support rdg	PA	Review and
Connect Sd to	Diending	PA	 Review	assess
Letter	High Freq Wds		Phonics	Word
Blending	Decodable	Blending		reading
High Freq Wds	Rerd decodable	High Freq Wds	Review High Freq Wds	Fluency
Support Rdg	PA	Decodable	Reread	Spelling
Саррогогад	Fluency	Reread	Oral Vocab	Review High Freq
				Decod Rdr
				Build Fluency

2nd Grade-Links Routines



Links routines should be used as designed on the 5 Day Instruction Planner

Day 1	Day 2	Day 3	Day 4	Day 5
PA	Blending	Support the rdg	Phonics review	Assessment
Blending	High-freq Wds: review	Blending	High-freq Wds review	Word Rdg
High-freq Words	Fluency: reread	Phonics review High-freq Wds:	Fluency: reread	Fluency
Support the rdg	Oral Vocab	review	Oral vocab	Spelling
		Reread		High-freq Wds: review
		Vocab		Fluency

3rd Grade-Links Routines



Links routines should be used as designed on the 5 Day Instruction Planner in Links

Day 1	Day 2	Day 3	Day 4	Day 5
Blending	Blending	Word Rdg review	Word Rdg Review	Assess
Fluency	Vocab			Assess
		Vocab	Vocab	
Vocab	Support Rdg:			Build Fluency:
	first half	Support the Rdg: 2 nd half	Support the Rdg: expository	
	Reread		text	
		Reread		
			Reread	

Five Day Instructional Plan K





Using illustrations Rhyme, name: m,j,a,d

•Instr Routines

Day 1

- -PA
- -Con. SD to Let
- -Int SD to Let
- Activate Prior Kn
- •Rdg 20-24
 - -Rr Response
 - -Oral Lang
- Vocab
- •Rdg 25
 - -Comp
- Writing
- Self Sel Rdg

Day 2

- •Instr. Routines
 - -PA
 - -Con Sd to Let
 - -Integ Sd & Let
- Writing
- •Oral Language
- •Rdg 30-31
 - -Reread
 - -Comp
 - -Vocab
 - -Rdg Routine
 - -Use Illust

Day 3

- •Instr Routines
 - -PA
 - -Con Sd to Let
 - -Integ Sd & Let
 - -Read K Rder 1
- Writing
- •Oral Language
 - -Listening
- •Rdg 34-35
 - -Comprehension
 - -Rder Response
- •Self Sel Rdg

Day 4

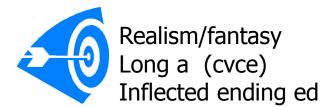
- •Instr Routines
 - -PA
 - -Con Sd to Let
 - -Int. Sds and Let
- Reread K Rder 1
- Writing
- •Rdg 38
 - -Comp
- Oral Lang
 - -Listening
- RA
- Asses Rhymes
- Self Sel Rdg

Day 5

- •Instr Routines
 - -PA
 - -Con Sd to Let
 - -Int Sd and Let
 - -Rd Let Rec Rdr 1
- Writing
- •Rdg 42
 - -Comprehension
 - -RA
 - -Retell
- Oral Lang
- Listening
- Self Sel Rdg

Five Day Instructional Plan First Grade-Unit 4

•RA



•RA

Day 3 Day 4 Day 1 Day 5 Day 2 Ph Instr Routines Rdg Rdg Reading -Blending -Vocab -Rdr Resp -Instr Routines Activate Prior KN -High-Freq -Instr Routinines Phonics **Ongoing Assess** Phonics +Decodable -Decod Rder -Wd Rdg -Instr Routines -Instr Routines -Rdg Strat -Fluency +PA Phonics -Fluency -Con Sd -Comp -Spelling -Comp Check +Hi-Freq Wds -Spelling Phonics •Rda Phonics +Reread -High-Freq Wds -Comp -Instr Routines Oral Language -Instr. Routines Rdg +PA-Instruct Routines -Instr Routines +Spelling -Bd Oral Lang +Blendina +Reread + HighFreq Wds +Vocab +High Freq -Vocab +Decodable +Vocab Writing Support Rdg +Decodable/Ph +Re read Oral Lang •RA +Fluency -Rdg Strat-ph story Oral Lang-vocal (listening) Oral Lang •Oral Lang -vocab Writing Writing (Listen) Writing •RA •RA Writing

Five Day Instructional Plan Second Grade





- Act Prior Kn
- Phonics
- -Instr Routines +PA
- -Con Sds to Let
- -Instrl Routines
- +Blending
- -Spelling (phonics)
- -InstrRoutines+High Freq Wds
- Reading
 - -Vocabulary
- -Instr Routines +Sup the Rdg
- -Rdg Strat (phonics story)
- •Orl Lang (vocab)
- Writing
- •RA

Day 2 •Phonics

- -Inst Routines
 - +Blending
 - +Hi Freq Wds
- -Spelling
- Rdg
- -Comp
- -Inst Routines
 - +Reread
 - +Vocab
- Oral Lang
- Writing

Day 3

- •**Rdg** -Vocab
- -Inst Routines +Sup Rdg
- -Rdg Strat
- -Comp
- Phonics
- -Instr Routines
 - +Blending
 - +Phonics Rev
 - +Hi Freq Rev
 - +Reread
- Oral Lang
- Vocb
- Writing RA

Day 4 •Rdq

- -Rdg Resp
- -Review plot

Inst Routines

- -Rev Phonics
- -Rev Hi Freq Wds
- -Reread

Phonics

- -Short a,I,u
- -Initial l,r,s,
- -Reteach
- -Review
- -Spelling

Oral Lang

- -Instr Routines
 - +Vocab
- Writing
- •RA

Day 5

Rdg

InstRoutines

- -Assess
- -Wd Rda
- -Fluency
- -Comp Check

Phonics

- -Short q,I,u
- -Intial I,r,s Blends

-Inst Routines

- +Spelling
- +H Freq Wds
- +Fluency
- Oral Lang
- Writing
- •RA

Five Day Instructional Plan Third Grade



Sequence Review: short vowels, inflected endings

Day	1
-----	---

•Inst Routines | •Inst Routines

- -Blending
- -Build Fluency

Rdg

- -Comp
- -Act Prior Know
- -Vocab

Inst Routines

-Vocab

Phonics

- -Spelling
- Oral Lang
- Writing
- •RA

Day 2

- -Blending
- -Vocab

•Rdq

-Vocab

-Inst Routines

- +Sup the Rdg
- -Rdg Strat
- -Inst Routines
 - +reread
- -Comp
- Phonics
 - -vowels
 - -spelling
- Oral Lang
- Writing
- •RA

•Inst Routines

Day 3

- -Wd Rdg
- -Vocab
- -Sup Rdg

Reading

- -Read selectiion
- -Inst Routines
 - +Reread
- -Соптр
- -Leveled Practice

Phonics

- -Spell
- Oral Lang
 - -Rdr Resp
- Writing
- •RA

•Inst Routines

Day 4

- -Wd Rdg
- -Vocab
- -Sup the Rdg

Reading

- -Poem
- -Preview
- -Predict
- -Read Selec.

-Inst Routines

+Rerd leveled rdr

Phonics

- -Short vowels
- -Spelling
- Oral Lang
- Writing
- •RA

Day 5

-Comp

Rdg

-Dev Fl Rdg

Phonics

- -Endings
- -Spelling

Inst Routines

- -Wd Rdg assess
- -Fluency Assess
- -Build Fluency

Oral Language

- Writing
- •RA

Five Day Instructional Plan Fifth Grade



Rdg:

- •Comprehension: Comp/Contrast
- •Rd
- Act Prior Kn
- Bd Bkgd
- Vocab

Wd Study

- •Spelling
 Homophones
- •Wd work

Oral Lang

Act Prior Kn

Writing

•Grammar

Day 2

Rdg

- Vocab
- Rdg Strat
- •Rd
- •Comp Comp/Contr
- Summarizing
- Rdg Strat

Wd Study

- •Inflected End.
- Spelling Homoph
- •Wd Wk

Oral Lang

Vocab

Writing

- •Response Log
- •Grammar

Day 3 Rdq

- Read
- Author
- Comprehen
- Literary Craft
- Rdg Strat
- •Rdr Resp
- Lev Rdrs
- •Gd Rdg Gr

Wd Study

- •Spelling
 Homophones
- Daily Wd Wk

Oral Lang

- Rdr Resp
- Lit Act.

Writing

Grammar

Day 4 Rdg

- Selection Test
- Vocab
- •Rd (2nd piece)
- Lev Rdr
- •Gd Rdg

Wd Study

- Inflect End.
- •Review Possess
- •Spelling
 Homophones
- Daily Wd Work

Oral Lang

Literacy Act

Writing

Grammar

Day 5 Rdg

- Comprehension
- Comp/contrast
- ReviewSummarizing
- •Fluency Expression
- •Lev Rdr
- •Gd Rdg

Wd Study

- Spelling
- Homophones/test
- Daily Wd Work

Oral Lang

Lit Activities

Writing

•Grammar

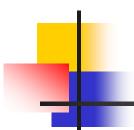
Important Considerations

- Target skills of the week
- Links
- Side Bars:
 - Phonics Generalization
 - Meeting Individual needs
 - If... then...
 - Think Alouds
- Additional Resources
- Lesson Plan = "non-negotiable"

What is Explicit Instruction?

Explicit instruction is concrete and visible. Teachers explain new concepts and strategies in clear and concise language. Explicit instruction involves modeling and explaining concepts and skills using many examples. Teachers provide a high level of support as students practice and apply newly learned concepts.

Explicit vs. Implicit

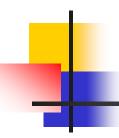


Explicit

- Tell
- Explain
- Say
- Identify
- Discuss

Implicit

- Ask
- Volunteer
- Who can tell me?
- Invite
- encourage



Assessment System

Selection Assessment

-Monitors student progress after each selection

Unit and End of the Year Benchmark Tests

- -Monitors student progress in each unit
 - +2 parts: Reading & Responding to Literature

Unit and End of Year Skills Tests

- -Monitors student's progress based on specific skills taught in each unit
 - +2 parts: Reading and Writing



Reading Components

- Phonemic Awareness
- Phonics and Word Study
- Fluency
- Vocabulary
- Comprehension

Phonemic Awareness What We Know from Research

Phonological awareness instruction:

- improves children's understanding of how the words in spoken language are represented in print
- helps all children learn to read
- is most effective when children are taught to use letters to represent phonemes
- helps preschoolers, kindergartners, and first graders learn to spell

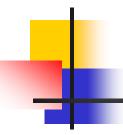
Explicit and Systematic Phonological Awareness Instruction:

 Focuses on types of phonological awareness most closely associated with beginning reading and spelling achievement by linking phonemes to print

 Teaches phonological awareness explicitly and regularly during scheduled instruction

Explicit and Systematic PhonologicalAwareness Instruction (cont.):

- Targets only one type of phonological awareness, such as blending phonemes or segmenting words into phonemes, during the lesson
- Begins with easier activities and progresses to more difficult ones
- Starts with teacher modeling for each activity
- Makes the connections between letters and sounds to read and spell words as soon as possible



Phonemic Awareness

Materials

- Alphabet picture cards
- Alphabet cards
- Wordless stories
- Songs and rhymes charts



- Instructional Trends
 - Day 1-5

Sentence Segmentation Onsets and Rimes Phonemes

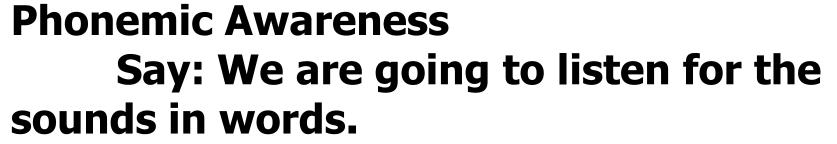
Simple Complex

CORE Sourcebook pp.118 - 119

First Grade

Day 1	Day 2	Day 3	Day 4	Day 5
Segment words Discriminate initial	Intro m Intro a	Intro/r/ Isolate /r/	Intr /s/ Isolate /s/	Intro /t/ Intro /b/
sounds	Isolate initial /a/ Isolate initial /m/ Isolate final /m/	Segment words	Delete initial sds	Isolate beg t & d Isolate end t & d Review /m/r/s/

Links: Grade 1 Unit 1 Day 1

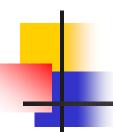


Display cat and say: This is cat. What is this?

Cat has 3 sounds.

Say the sounds with me: /k/a/t/.

Continue segmenting with mug, bell, hen, and doll.



Phonics and Word Study Research

- Phonics instruction that is explicit and systematic is most effective.
- Phonics instruction that helps students apply what they have learned is most effective.
- Phonics instruction is effective in any size of group.
- Effective phonics instruction usually starts early and spans at least two school years.



Phonics and Word Study Research cont.

Explicit, systematic phonics instruction

- teaches children the alphabetic principle. This will allow them to decode new words in isolation and in connected text.
- helps children learn to spell.
- aides reading comprehension.
- is effective for all socio-economic groups.
- is especially important for struggling readers and students who are at-risk for future reading problems.

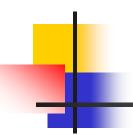
Explicit and Systematic Instruction

- Systematic the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence
- Explicit the programs provide teachers with precise directions for the teaching of these relationships
 - From Put Reading First

Explicit and Systematic Instruction

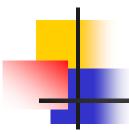
- Teach more-frequently used letters and sounds before teaching those less frequently used
- Begin with letter-sound correspondences that can be combined to make words students can decode and understand
- Introduce only a few letter-sound correspondences at a time
- Present each individual letter and its most common sound

Phonics and Word Study



- Instructional Trends
 - Day 1-5

Day 1	Day 2	Day 3	Day 4	Day 5
Cvce	Cvc/ cvce	Consonant blends	Ge/j/	Assess cvce
Ending -ed	-ed	St,nd,nt,mp		

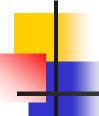


Fluency is...

- The ability to read text with
 - Accuracy
 - Rate (grade level appropriate)
 - Prosody

National Reading Panel, 2001

Why Fluency?



It is directly related to

- Reading comprehension
- Independent reading
- Work completion



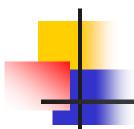
- Students need powerful instruction in strategies for accurate word identification (phonemic decoding) in first grade and extending into complex skills in second grade.
 - Children must become <u>accurate</u> readers as a first step toward becoming <u>fluent</u> readers.
- Students need <u>many opportunities</u> to acquire sight word representations for high frequency, high utility words – working to expand student's "sight word vocabulary" as fast as possible
 - Supervised, repeated reading practice is one efficient way to do this – direct "sight word" practice for very low readers

NRP Effective Practices



- Guided Oral Reading
 - Repeated Reading
 - Assisted Reading
 - Tutor-Based Reading

Other Fluency Methods



- Round Robin Reading
 - Not enough practice
- SSR or DEAR
 - Not monitored
- Echo Reading
 - Good for prosody but not fluency
- Reader's Theatre
 - Very fun but may not meet objective
- Choral Reading
 - No measurement of gain

Fluency



- Instructional Trends
 - Day 1-5

Day 1	Day 2	Day 3	Day 4	Day 5

General Vocabulary Knowledge



Links strongly to academic success

Is critical to reading comprehension

 Determines success in comprehending and learning from texts

Vocabulary and Comprehension: The Connection

- "the presence of these two accomplishments does not guarantee a high level of reading comprehension but the absence of either word recognition or adequate vocabulary ensures a low level of reading comprehension." —Biemiller (2005)
- Cunningham and Stanovich (1997) found that firstgrade orally tested vocabulary was predictive of eleventh-grade reading comprehension, whereas firstgrade word recognition skills were not.

What We Know from Research



National Reading Panel Report Implications

- Vocabulary should be taught directly even though a great deal of vocabulary is learned indirectly.
- Repeated exposure to new vocabulary is important.
- New words are learned more effectively in a rich context.
- Restructuring vocabulary tasks can help students learn new vocabulary.
- Active engagement with vocabulary improves learning.

What We Know from Research



wide reading	explicit vocabulary instruction
 reading a lot reading different types of texts 	 focusing on specific words and their meanings

Direct Vocabulary Instruction

- Choose the right words
- Student friendly definition
- Multiple exposures
- Deep processing
- Practice and Use

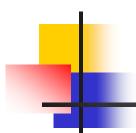
Vocabulary



- Instructional Trends
 - Day 1-5

Day 1	Day 2	Day 3	Day 4	Day 5





Includes:

- Helping students understand narrative and expository texts
- Helping students to become strategic, metacognitive readers so they will understand what they read
- Teaching comprehension strategies
- Incorporating a variety of activities to improve comprehension
- Promoting wide reading

Understanding Different Types of Texts

Narrative Texts

- tell stories
- follow a familiar story structure
- include short stories, folktales, tall tales, myths, fables, legends, autobiographies, biographies, fantasies, historical fiction, mysteries, science fiction, plays

Expository Texts

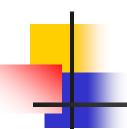
- explain information or tell about topics
- provide a framework for comprehension of content-area textbooks
- include informational books, content-area textbooks, newspapers, magazines, brochures, catalogues

Comprehension Strategies



Comprehension strategies are . . .

plans or procedures that readers use and apply when they hear text read aloud, when they read text with a teacher, or when they read independently.



Comprehension Strategies Supported by Research

Reader Strategies

- Previewing/Predicting
- Making Connections
- Monitoring and Clarifying
- Question Generation
- Summarization

Teacher Strategies

- Question asking/answering
- Cooperative learning
- Graphic/semantic organizers/story maps

The Relationship Between Skills and Strategies

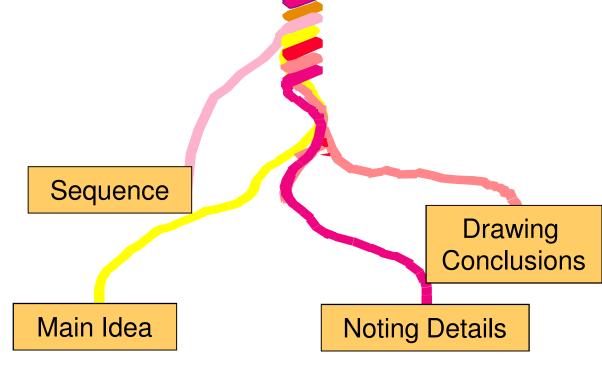
STRATEGIES

Preview/Predict Summarize

Monitor/Clarify Evaluate

Generate Questions

Skills



(Chard & Kame'enui, 2003)

Skills-Strategy Example



To SUMMARIZE involves

- Sequencing of events
- Making judgments
- Noting details
- Making generalizations
- Using story structure or text organization

Strategy instruction is best delivered through EXPLICIT INSTRUCTION What is explicit instruction?

Direct Explanation

Explain to students what the strategy is and its purpose

Model

 Demonstrate the strategy for students using a think-aloud while interacting with the text

Guided Practice

 Work together with students to help them learn how and when to use the strategy

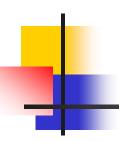
Feedback

 As students participate in guided practice, provide feedback regarding correct and incorrect usage of the strategy (praise students for strategy steps they used and remind them of steps they left out).

Application

 Remind students to use the strategy while they continue to read the current text and while they read other texts.

National Center for Reading First Technical Assistance



Comprehension Framework

Students

Before

- Activate and use background knowledge
- •Preview text to make <u>predictions</u> about the content

During

- •Self monitor reading so students are aware of their own understanding
 - -Are they understanding what they read?
 - -Understand what to do to correct comprehension difficulties.

After

Determine main ideas and summarize

Comprehension

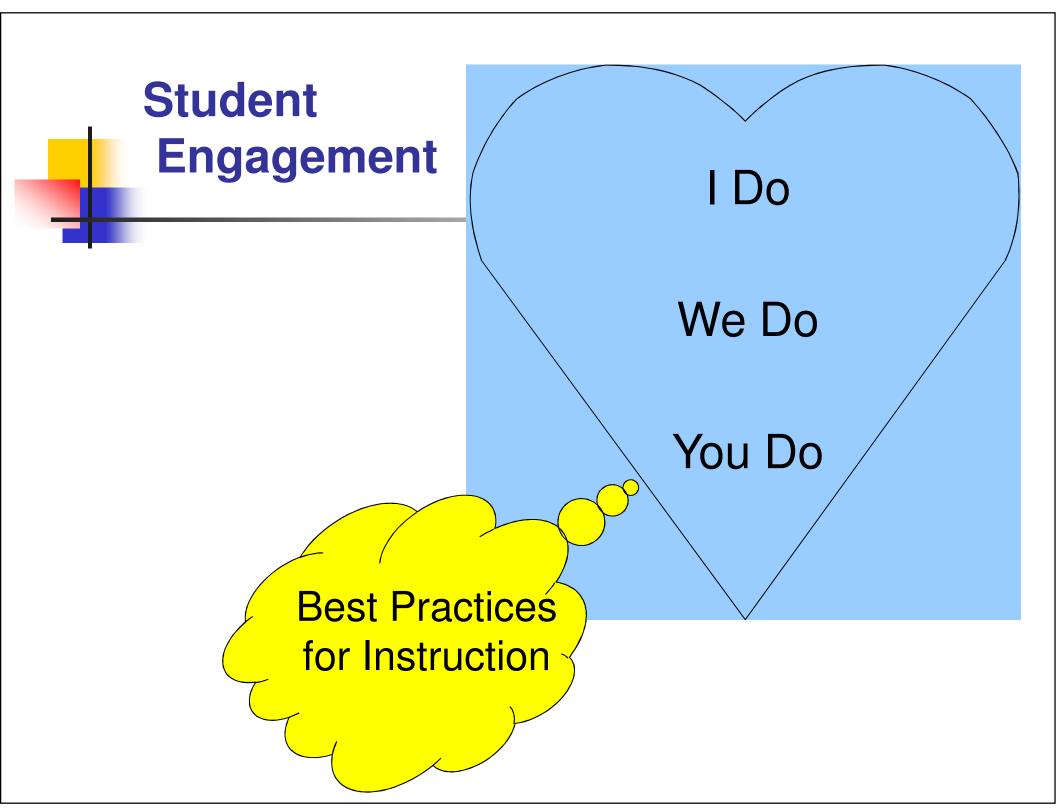
- 1
- Instructional Trends
 - Day 1-5

5	
Day !	
Day 4	
Day 3	
Day 2	
Day 1	



Writing

- Writing Block
- Writing in Response to Reading during the Reading Block





- Provide a detailed description of the structure
- 2. Model the structure the "right way" and the "wrong way"
- 3. Have students reflect on what they saw
- 4. Outline the personal accountability
- Outline the group accountability
- Rehearse the structure prior to using the structure with content
- Create a vivid connection and transition to the lesson content



Student Engagement

Choral Responses Partner Response Written Responses

Choral Response
Think-Pair-Share
Response Signal/Card
Numbered Heads
Choral Reading

Common Stimulus
Purposeful Partnering
Written Responses
Post-Its
Cloze Reading



Instructional Intensity

- The number of consecutive, per student, required responses and corrections in a short period of instruction on appropriate, previously un-mastered tasks.
- The more per student correct interactions per minute determines the level of intensity of the instruction.
- Instructional intensity leads to permanent storage and automaticity in all reading skills. It is necessary to produce excellent readers.



Time and Pacing

- Schedules
- Whole Group
- Small Group
- Pacing Calendar